



helping you to do the stuff you want to do

m-LAH Pilot Report - June & July 2020

Version	1.1
Revision	Hugh Abbott
Revision Author	05/08/2020
Date	13/072020
Author	Hugh Abbott

Table of Contents

Table of Contents	2
What is m-LAH	3
Introduction	4
Summary	5
Student Feedback	6
Teacher Feedback	7
The Need for Honest Conversations	8
Addressing Challenge 1	9
Addressing Challenge 2	10
Addressing Challenge 3	11

WHAT IS m-LAH

WHAT IS m-LAH

m-LAH is a group-based, talking therapy aimed at young people.

m-LAH is a group-based, talking therapy that focuses on motivation.

m-LAH group members support each-other to help them achieve their ambitions.

Members talk about the ambitions and the activities that they want to complete.

Members then record their ambitions in an app.

Members then review their activities in subsequent meetings.

m-LAH is designed to motivate members to achieve their ambitions.

INTRODUCTION

m-LAH has been piloted in 3 schools with approximately 30 students. The feedback from teachers and students has been positive. But there have also been a number of challenges.

STUDENT FEEDBACK - POSITIVE

We only managed to get feedback from 10 students. The feedback is skewed to students that had a positive experience. However, 100% said they benefited, 100% said they'd recommend m-LAH to a friend.

TEACHER FEEDBACK - POSITIVE

All three teachers thought that :

- *group members enjoyed the sessions*
- *group members benefited from the sessions*
- *m-LAH helped group members reach their ambitions*

HONEST CONVERSATIONS

The pilot has given insight into lifestyle challenges of students. Three challenges are repeatedly mentioned : sleep, exercise, screen-time. The pilot confirmed the need for honest conversations to address these challenges.

CHALLENGE 1 - STUDENT DROP-OUT

There was an issue with students not attending and dropping out. And indeed, one m-LAH Group disintegrated due to lack of interest. Approximately 30% of students that started m-LAH, dropped-out.

CHALLENGE 2 - LOW ADOPTION BY SCHOOLS

Ten schools were approached about m-LAH. All schools acknowledged they had well-being challenges. Only 4 out of 10 schools have established m-LAH Groups.

CHALLENGE 3 - TEACHER CAPACITY

The pilot has required teacher-facilitators. And m-LAH Groups are small ; one facilitator to 6 students. One teacher wrote : *"I just don't have the capacity to spend an hour a week"*

SUMMARY

The pilot was conducted under the constraints of Covid and short time-scales. Given the constraints, **the results were encouraging.**

Firstly, the pilot confirmed the need for a well-being intervention. Students repeatedly reported struggling with sleep, exercise and screen-time. Students instinctively know what is good for them but they struggle with motivation. It has been evident, from the pilot, that there is a need for a well-being intervention.

Secondly, the pilot suggests that m-LAH is an effective intervention. When students engage in m-LAH they report that, it helps them reach their ambitions. m-LAH is designed to help students achieve their ambitions, so to that extent, it works. Student feedback implies that m-LAH is a well-being intervention that works.

RECOMMENDATION - STUDENT FACILITATORS

Students enjoy participating in m-LAH and it helps them achieve their ambitions. But all teachers are overloaded and for teachers, m-LAH is just another task. In order to offer m-LAH to more students we need to address teacher capacity.

Student facilitation is an exciting idea that addresses teacher capacity. Student facilitators might be drawn from the student leadership team. All student facilitators would undergo a training programme. Student facilitators would allow m-LAH to be offered to all students that need it.

➤ **RECOMMENDATION - student facilitators' pilot in September**

STUDENT FEEDBACK

Only ten students completed the student survey.

And the results are likely to be skewed to those that enjoyed m-LAH.

Notwithstanding, the results are very encouraging.

Crucially - eight out of ten students said m-LAH helped them reach their ambitions.

STUDENT SURVEY RESULTS

Q. *Did you enjoy it ?* yes 10/10

Q. *Did it help you focus on your ambitions ?* yes 10/10

Q. *Did it help you reach your ambitions ?* yes 8/10

Q. *Would you recommend / do m-LAH again ?* yes 9/10

Q. *If you could change anything ?*

If m-LAH were an app that you could install on your phone, would help.

Keeping a written or typed diary might also help me reach my ambitions.

I found it a bit too repetitive in terms of what we talked about.

More frequent and possibly more teachers involved.

TEACHER FEEDBACK

All three teachers that set up m-LAH groups gave positive feedback. They all witnessed meaningful conversations and some behaviour change. Behaviour change was not transformational ... rather a nudge in the right direction.

All three teachers also mentioned the extra workload that m-LAH brings.

TEACHER SURVEY RESULTS

	SL	MeD	AF
Q. <i>Do you think group members enjoyed the sessions ?</i>	yes	yes	yes
Q. <i>Do you feel that group members benefited from the sessions?</i>	yes	yes	yes
Q. <i>Did it help group members reach their ambitions ?</i>	yes	yes	yes
Q. <i>Would m-LAH be a useful well-being tool for your school ?</i>	yes	yes	Potentially
Q. <i>If you could change anything ?</i>			
It was very labour intensive for me.			
I just don't have the capacity to spend an hour a week on this.			
Add in some form of certification of achievement.			
Graphical representation of progress (dashboard).			
Make the sessions time based to a maximum of 7 weeks.			
Student lead.			

THE NEED FOR HONEST CONVERSATIONS

INSIGHT

The pilot has given insight into lifestyle challenges of students.

Three challenges are repeatedly mentioned : sleep, exercise, screen-time.

Screen-time

One student reported using PlayStation for 6 hours for everyday of lock-down

Students reported disrupted sleep because they use their phones till 2 or 3 AM.

Sleep

Students often reported going to sleep at 2 or 3 AM.

Students also reported getting up late ; twelve noon was not unusual.

Exercise

Most students felt that they did not do enough exercise.

Less than 20% of students undertook vigorous exercise.

HONEST CONVERSATION

Most students acknowledged they had lifestyle challenges.

And yet, it appeared that none had had honest conversations about these challenges.

The pilot confirmed the need for students to be given a space to have an honest conversation about their lifestyle challenges.

➤ **there is a need for honest conversations to address lifestyle challenges**

ADDRESSING CHALLENGE 1

CHALLENGE 1 - STUDENT DROP-OUT

Approximately 30% of students that started m-LAH, dropped-out.

Some students replicated classroom behaviour - sulky teenager, not engaging.

And some students refused to share video in the meetings.

Student behaviour and student communication is clearly central to m-LAH.

Without good behaviour and good communication an m-LAH Group will fail.

SOLUTION

There have been many learnings during the pilot.

The most crucial learning has been the need to establish group behaviour & culture.

m-LAH Groups establish behaviour & culture by reading the Group Culture.

All students take part in reading the Group Culture before the start of each meeting.

GROUP CULTURE

1. VOLUNTARY

Membership of the group is entirely voluntary.

Nobody should be here if they don't want to be here.

2. PURPOSE

The purpose of this group is to help us achieve what we want to achieve.

3. SUPPORT

By supporting each-other we find we are more likely to complete the activities that we want to complete.

4. HONESTY

We can only receive help from the group if we are completely honest.

5. HOW ?

By clearly articulating our ambitions to the group, by recording our ambitions and by receiving feedback from the group we find we are more likely to achieve our ambitions.

6. ANONYMITY

That which is shared in the group should not be shared outside the group, unless permission has been given.

7. GROUP RESPONSIBILITY

The group is responsible for running itself.

The group is responsible for deciding who can be a member of the group.

The group is responsible for deciding if it participates in surveys.

➤ reading the Group Culture will reduce student drop-out

ADDRESSING CHALLENGE 2

CHALLENGE 2 - LOW ADOPTION BY SCHOOLS

Ten schools were contacted about m-LAH.

Four schools established m-LAH Groups and we expect another to start in September. So, only 50% have adopted m-LAH.

m-LAH is a new intervention and it has no brand recognition.

Currently there is very little marketing collateral and there is no website.

Teachers teachers have no idea what m-LAH is.

And students have no idea how m-LAH might help them.

SOLUTION

Eight 'explainers' have been commissioned - 'explainers' are minute long animations.

Four explainers are targeted at children and four are targeted at adults.

Here is the first explainer : https://www.youtube.com/watch?v=lORac_nZsL_dyE

- explainers communicate the benefits of m-LAH to schools, teachers & students

ADDRESSING CHALLENGE 3

CHALLENGE 3 - TEACHER CAPACITY

All teachers that were contacted raised the issue of **teacher capacity**.

Teachers are overloaded and m-LAH is just another task.

Even teachers that recognise well-being as an issue do not welcome more work.

Furthermore, m-LAH Groups normally have one facilitator for six group members. Most secondary schools have a teacher-to-student ratio of 1/30 and m-LAH has 1/6. In order to 'scale', m-LAH needs to address the issue of teacher capacity.

SOLUTION

m-LAH has been designed so that it can be facilitated by students.

Prospective facilitators should experience m-LAH for themselves.

And prospective facilitators will also need to undergo facilitator training.

But the skills of facilitation are well within the reach of most six-form students.

BENEFIT - FREEING TEACHER CAPACITY

Student facilitation will free-up teacher time.

There will be some teacher involvement in monitoring the facilitators.

But using student facilitators will allow m-LAH to be offered to every child.

BENEFIT - LEARNING THE SKILL OF FACILITATION

The ability to facilitate a meeting is a great skill to learn.

Ensuring every member gets to speak is a great skill.

And facilitation is a great skill to take to the world of work.

m-LAH will offer certificates to validate student facilitators.

BENEFIT - COMPLIMENT STUDENT LEADERSHIP PROGRAMMES

Many schools have active student leadership programmes.

Training student leaders as facilitators compliments these programmes.

m-LAH gives leadership programmes something genuinely meaningful.

- student facilitation will allow this effective well-being intervention to scale